

---

# Reading Psychology

**An International Quarterly**



---

**Volume 17 1996**

  
**Taylor & Francis**  
Publishers since 1798

---

# Reading Psychology

## An International Quarterly

in association with the Department of Elementary Education, San Francisco State University; Department of Educational Curriculum and Instruction, Texas A&M University

### EXECUTIVE EDITOR

#### LANCE M. GENTILE

Department of Elementary Education, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132  
(415) 338-1747

### EDITOR

#### WILLIAM H. RUPLEY

Department of Educational Curriculum and Instruction, Texas A&M University, College Station, Texas 77843  
(409) 845-7093

### ASSOCIATE EDITOR

#### SANDRA L. MERGEN

### INTERNATIONAL EDITOR

#### LEE GUNDERSON

### CONSULTING EDITOR

#### D. BARRY LUMSDEN, University of North Texas

### LEARNING RESOURCES EDITOR

#### RICK ERICKSON, University of Southern Illinois at Carbondale

### ASSISTANT PRODUCTION MANAGER

#### PEGGY SUE DURBIN

### EDITORIAL ADVISORS

J. Estili Alexander, USA  
James F. Baumann, USA  
Camille Blachowicz, USA  
Timothy R. Blair, USA  
Martha D. Collins, USA  
Lois G. Dreyer, USA  
Rona F. Filipo, USA  
Barbara Fox, USA  
Linda Gambrell, USA  
Margaret M. Griffin, USA  
Carol Ann Hodges, USA  
Jerry L. Johns, USA  
James R. King, USA  
Karl Koenke, USA  
Paquita McMichael, USA  
David W. Moore, USA  
Bruce Murray, USA  
Wayne Otto, USA  
A. K. Pugh, UK  
Mark C. Sadoski, USA  
Richard Sinatra, USA  
Kenneth J. Smith, USA  
Timothy C. Standal, USA  
Woody Trathen, USA  
Victor L. Willson, USA

Abstracted and/or indexed in: BIOSIS, CARFAX  
Information Services, Human Resources Abstracts,  
Sociological Abstracts.

Editorial Office: William H. Rupley, Department of  
Educational Curriculum, Texas A&M University, College  
Station, TX 77843.

Publishing and Production Office: Taylor & Francis,  
1101 Vermont Avenue, N.W., Suite 200, Washington, DC  
20005-3521, (202) 289-2174, Joyce A. Evans, Production  
Editor. Advertising Office: 1900 Frost Road, Suite 101,  
Bristol, PA 19007, telephone (215) 785-5800, fax (215) 785-  
5515; Angela Vizzone, Advertising Coordinator. Subscription  
Offices: 1900 Frost Road, Suite 101, Bristol, PA  
19007, telephone (215) 785-5800, fax (215) 785-5515; or  
Taylor & Francis Ltd., Rankine Road, Basingstoke,  
Hampshire RG24 8PR, UK, telephone +44-1256-840366,  
fax +44-1256-479438.

Reading Psychology (ISSN 0270-2711) is published  
quarterly by Taylor & Francis Ltd., 1 Gunpowder Square,  
London EC4A 3DE, UK. Annual 1996 institutional subscrip-  
tion £83, US \$137, personal subscription £33, US \$54.  
Personal subscriptions are available to home address only  
and must be paid for by personal check or credit card.

Periodicals postage paid at Jamaica, NY 11431. US  
Postmasters: Send address changes to Reading Psychol-  
ogy, Publications Expediting Inc., 200 Meacham Avenue,  
Elmont, NY 11003. Air freight and mailing in the USA by  
Publications Expediting, Inc., 200 Meacham Ave., Elmont,  
NY 11003.

Dollar rates apply to subscribers in all countries except  
the UK and the Republic of Ireland, where the sterling price  
applies. All subscriptions are payable in advance and all  
rates include postage. Subscriptions are entered on an  
annual basis, i.e., January to December. Payment may  
be made by sterling check, dollar check, international  
money order, National Giro, or credit card (AMEX, VISA,  
Mastercard/Access).

Orders originating in the following territories should be  
sent directly to: India—Universal Subscription Agency Pvt.  
Ltd., 101-102 Community Centre, Malviya Nagar Extn., Post  
Bag No. 8, Saket, New Delhi. Japan—Kinokuniya Company,  
Ltd., Journal Department, P.O. Box 55, Chitose, Tokyo 156.  
USA, Canada, and Mexico—Taylor & Francis, 1900 Frost  
Road, Suite 101, Bristol, PA 19007, USA. UK and all other  
territories—Taylor & Francis Ltd., Rankine Road, Basing-  
stoke, Hampshire RG24 8PR, UK.

Copyright © 1996 Taylor & Francis. All rights reserved.  
Authors are responsible for obtaining permission to  
reproduce copyrighted material from other sources and  
are required to sign an agreement for transfer of copyright  
to the publisher. Printed in the United States of America.  
Authorization to photocopy items for internal or personal  
use, or the internal or personal use of specific clients, is  
granted by Taylor & Francis for libraries and other users  
registered with the Copyright Clearance Center (CCC)  
Transactional Reporting Service, provided that the base  
fee of \$12.00 per copy, plus .00 per page is paid directly  
to CCC, 222 Rosewood Drive, Danvers, MA 01923, USA.

The publisher assumes no responsibility for any  
statements of fact or opinion expressed in the published  
papers or in the advertisements. Reading Psychology  
is owned by Taylor & Francis.

© The paper in this publication meets the requirements  
of the ANSI Standard Z39.48-1984 (Permanence of Paper),  
effective with Volume 13, Number 1, 1992.

---

# Reading Psychology

An International  
Quarterly

**CONTENTS**    **Volume 17**    **Number 1**    **1996**

## **Articles**

Exploring the Influences of Literature Approaches on Children's Stance When Responding and Their Response Complexity / *Joyce E. Many, Donna L. Wiseman, and Jennifer L. Altieri*    **1**

Interactive Computer Software: The Effects on Young Children's Reading Achievement / *Marilyn E. Greenlee-Moore and Lawrence L. Smith*    **43**

The Reading Attitudes and Behaviors of High School Students / *Terry L. Mitchell and Terry C. Ley*    **65**

## **Departments**

Research into Practice / edited by *Sara Ann Beach*    **93**

Etymology as Ontological Heuristics: Harlots, Patterns, and the Vocabulary of "Other"-ness

Notes on Contributors    **105**

---

# Reading Psychology

An International  
Quarterly

**CONTENTS**      **Volume 17**      **Number 2**      **1996**

## **Articles**

The Conditions of Flow in Reading: Two Studies of Optimal Experience / *Jeff McQuillan and Gisela Conde*      **109**

The Effects of Rereading, Self-Selected Strategy Use, and Rehearsal on the Immediate and Delayed Understanding of Text / *Sherrie L. Nist, Sandra J. Sharman, and Jodi L. Holschuh*      **137**

Scaffolding Books for Children: Mothers' Metacognitive Decisions / *Linda E. Martin and D. Ray Reutzel*      **159**

## **Departments**

Research into Practice / edited by *Sara Ann Beach*      **181**  
Facilitating Young Writers' Development

Notes on Contributors      **191**

---

# Reading Psychology

An International  
Quarterly

**CONTENTS**     **Volume 17 Number 3 1996**

## **Articles**

Approaches to Individualized Reading: A Child-Centered Historical  
Perspective / *Cindy Dooley*    **193**

Spelling and the Growth of Concept of Word as First Graders Write /  
*Beth Roberts*    **229**

The Influence of Culture and Attitudes on Reading Comprehension in SL:  
The Case of Jews Learning English and Arabs Learning Hebrew /  
*Salim Abu-Rabia*    **253**

## **Departments**

Research into Practice / edited by *Sara Ann Beach*    **273**

Improving Reading Comprehension Through Strategy Instruction

Note on Contributors    **283**

---

# Reading Psychology

An International  
Quarterly

**CONTENTS**      **Volume 17**      **Number 4**      **1996**

## **Articles**

College Students' Use of Different Standards to Evaluate Understanding  
/ *Karen Zabrocky and DeWayne Moore*      **285**

The Effect of Picture Position on Learning from an Accompanying Text  
/ *William A. Kealy*      **309**

Effects of Written and Oral Variations of Elaborative Interrogation  
in Group Settings / *Jane Hanson-Tafel and Beverly J. Dretzke*      **333**

## **Department**

Notes on Contributors      **357**

## **Following Page 358:**

Title Page to Volume 17

Contents of Volume 17

Author Index to Volume 17

